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AUTHOR Lum, John B.
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ABSTRACT

A number of terms employed in the field of bilingual education are used interchangeably and incorrectly. Some of these are: English as a second language (ESL), English as a foreign language (EFL), Americanization, bilingual, bicultural, multicultural, multiethnic, cross-cultural, and intergroup. There is a lack of consensus as to the meaning, perspectives and proper uses of these terms, which causes considerable confusion. This article is a plea for some agreement on the definition of commonly used terms relating to bilingual education. Educators should adhere to two principles when they refer to bilingual education: (1) indicate whether these terms are used as products or processes, and (2) distinguish between programs and components. The terms listed above usually refer to instructional processes, and the major part of this article defines these processes, which are at the heart of bilingual/bicultural education. (Author/TL)

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WILL THE REAL BILINGUAL-BICULTURAL PLEASE STAND UP?
A NON-TAXING TAXONOMY

John B. Lum
National Institute of Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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"Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue."¹

One would think that with such a fairly explicit operational definition of bilingual education, there would be little room for confusion. Unfortunately, however, a host of terms have grown in relationship to bilingual education; and, more often than not, these terms have been used interchangeably and incorrectly.

Prominent among these terms, but certainly not all of them, are "English as a second language (ESL)," "English as a foreign language (EFL)," "Americanization," "bilingual," "bicultural," "multicultural," "multiethnic," "cross-cultural," and "intergroup."

The almost complete lack of consensus as to the meanings, perspectives, and proper uses of these terms does nothing but add confusion to an area of education that holds promise. This article, then, is a plea for some sanity in the use of these terms, a sanity that is relatively easy to arrive at if educators would adhere to two principles when they refer to bilingual education.

The first is that one should distinguish if these terms are used as products or as processes. As products, these terms generally refer to persons or courses of study. For example, the word "bilingual" as a product refers to a person who can speak two languages*; or the word "bicultural" as a product refers to a course of study that covers two different cultures.

In education, however, these terms usually refer to instructional processes. The major part of this article will define these processes, as it is these processes that hit at the heart of bilingual-bicultural education.

Before these process definitions, though, the second principle should be kept in mind. This principle is that one should distinguish between programs and components, with programs normally referring to the student's entire school day and components normally referring to individual class periods within that school day. This distinction is important because some class periods are not bilingual and, yet, they are a part of programs that indeed do have other bilingual components. For example, an English class period may be taught primarily through ESL methods (ESL is not considered a bilingual method), and the rest of the classes (math, social studies, etc.) are taught in the students' native foreign language. In this example, the English class is not bilingual, nor are the math and social studies classes, but the combined day-long program is.

* This state of being able to speak in two languages is sometimes referred to as "bilingualism," which should not be confused with the term "bilingual education."

With these principles in mind, attention is now turned to defining all the terms mentioned at the start of this article as instructional processes.

ESL is a method based on many of the principles of the audiolingual technique. Sentence patterns that have transferable qualities, rather than individual vocabulary exercises, are drilled. The pattern, "It's a book," for example, can be transferred to other situations like "It's a pen." Listening and speaking skills are learned first; reading and writing skills later. The English language learner's native language is used sparingly so that lingual interferences are minimized. ESL, then, is a form of language immersion that attempts to enable a non-English-speaker to function in a new language environment as quickly as possible. Although it is basically a method of teaching English, its methodology has been expanded to teach social studies and mathematics, too.²

EFL is essentially the same methodology as ESL with the exception that reading and writing skills are stressed more. EFL is particularly useful for older foreign students who must do much reading and research in the English language.

Americanization has never meant any particular language methodology short of stressing citizenship topics with whatever English was taught. In some Americanization classes, ESL and EFL methods were in evidence. In many others, however, grammar and vocabulary exercises seemed to predominate. At any rate, Americanization as an instructional process is generally in disfavor at this time and is now a thing of the past.

Bilingual methodology means no one thing. Its distinguishing feature is the use of one's native language to acquire a second language or to learn any other subject. There is, then, the use of two languages. As such, bilingual methods can apply either to individual classes or to total programs, whereas ESL and EFL methods generally apply to English classes only.

Bilingual methods generally follow two major routes - coordinate and compound (sometimes called "concurrent"). Coordinate bilingual methods mean the using of the two languages as separately as possible, the theory being that little linguistic interferences would present themselves. Examples of coordinate bilingual methods would be making the language learner speak and learn only his second language in the morning and only his native language in the afternoon, or speaking only his second language with one instructor and only his native language with another instructor.

Compound or concurrent bilingual methods mean the mixing or interspersing of both languages. An example would be the practice of speaking one sentence in one language and then following it with speaking the next sentence in the other language.

At this stage, it only remains to be stated that if a subject were taught most entirely in one language, whether it be the native or the second language, when that course is really being taught monolingually, not bilingually. Many people make the mistake of calling, say, a social studies class taught in Chinese as being taught bilingually. This naming is a misnomer, as the class is being taught monolingually.

To bring this discussion into focus, it might be helpful to look at the following schedule of a school day:

BILINGUAL PROGRAM

English class	Math class	social studies class	art, music, etc. classes	first language class (optional)
→ Taught By ESL or EFL or bilingual (compound) or bilingual (coord.) or other	→ Taught By ESL or monoling. (native) or bilingual (compound) or bilingual (coord.) or other	→ Taught By ESL or monoling. (native) or bilingual (compound) or bilingual (coord.) or other	→ Taught By ESL or monoling. (native) or bilingual (compound) or bilingual (coord.) or other	→ Taught By SL* or FL** or bilingual (compound) or bilingual (coord.) or other

* "SL" or "L1" means Chinese as a second language or Chinese as a foreign language or whatever language is involved.

Any individual class period can be taught by any of the methods listed beneath them. Any of these sample models qualify for the term bilingual program:

. Model "A"

English (taught by ESL)
math (taught native monolingually)
social studies (taught native mono.)

. Model "B"

English (taught by bil. compound)
math (taught native monolingually)
social studies (taught biling. coord.)

. Model "C"

English (taught by biling. coord.)
math (taught by biling. compound)
social studies (taught by biling. compound)

Model "A," however, is minimally a bilingual program as none of its components or classes are bilingually taught. In the other two models, the classes themselves actually do contain the use of two languages.

The following model is not bilingual at all, programwise or classwise:

. Non-bilingual Model

English (taught by EFL)
math (taught by ESL)
social studies (taught by ESL)

Nowhere in this model is there the use of two languages to learn anything.

The remainder of the terms mentioned at the beginning of this article have no direct connection to language learning, but, rather, to the learning of various cultures and ethnic groups.

Technically, bicultural means the learning of two cultures. Like the caveat with the word "bilingual," it should be noted that the studying of one culture almost exclusively, no matter how foreign that culture is, can hardly qualify for the term of "bicultural." The studying of one culture is mono-cultural.

Multicultural means the learning of many cultures, usually three or more.

Multiethnic means the studying of many cultures and peoples, too. The point of distinction that should be made, though, is that multiethnic differs

from the other two terms in that it does not contain any sufficient degree of comparing and contrasting of cultures and peoples. For example, multi-ethnic may mean the studying of Blacks one month, Asians another month, and Latinos still another month. Rarely or never is there any comparing and contrasting of these groups. In effect, while the separate cultures and ethnic groups are being studied, they are actually being studied monoculturally, one at a time. They are multiethnic only in the sense that many ethnic groups are studied over a period of time.

In a similar manner, if the so-called bicultural and multicultural courses do not study more than one culture concurrently by comparisons and contrasts with other cultures, they really are courses that are being taught monoculturally, not biculturally or multiculturally.

The last two terms, crosscultural and intergroup, capture the essence of bicultural and multicultural education, because they already mean that the processes of comparing and contrasting are going on. From a pedagogical point of view, these two terms are practically synonymous. Logically, then, true bicultural and multicultural education must be crosscultural or intergroup education.

Admittedly, some of the definitions defined by this writer are not official, yet. Nevertheless, as stated in this article, the definitions can lend themselves to clearer understanding and to a lessening of wishful thinking that saying is reality. True bilingual-bicultural education holds many promises of equal educational opportunity. Let these promises not be lost in a quagmire of ill-fitting words.

REFERENCES

1. U.S. Department of HEW. Programs Under Bilingual Education Act (Title VII, ESEA): Manual for Project Applicants and Grantees, April 20, 1971
2. See, for example, Jay Wissot's "HESL and MESL: The Teaching of History and Math as Components of an English as a Second English (sic) Program," The English Record, April 1971.